

2020 Annual Implementation Plan

for improving student outcomes

Preston North East Primary School (4764)



Preston North East
P R I M A R Y

Submitted for review by Phillip Banks (School Principal) on 20 December, 2019 at 09:14 AM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 28 April, 2020 at 02:48 PM
Endorsed by Belinda McKay (School Council President) on 11 June, 2020 at 11:26 AM

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Emerging

Enter your reflective comments	During 2019 we have continued to see the value of coaching in both literacy and numeracy. Staff have had an opportunity to refine their practice in a series of professional learning activities. The value of a thorough induction process could not be overestimated. All staff are very aware of the school's strategic direction and the more specific KIS's in the AIP. The regular re-visiting of these as a whole school has ensured that staff are seeing the whole-school direction and understand how their work fits into the bigger picture. Our school had a stable staffing structure in 2019 and with very little change for 2020.
Considerations for 2020	In 2020 it is important that Preston North-East continues to implement the Strategic Plan (2017-21) despite our review being due in term 2. More work is needed in Mathematics and Literacy and the Berry Street Education Model which was begun in 2018 is now being embedded with all units being completed. It is important that the school continues to pursue improvement through whole school measures like scope and sequence charts, Berry Street implementation and student voice and agency. Student voice and agency is a high priority in 2020 with more opportunities for the students to have meaningful input in school operations. In 2020 we will continue to be part of a Professional Learning Community (PLC) and

	will work with neighbouring schools in a Community of Practice (COP) in the Practice Principle "Evidence-based strategies drive professional practice improvement".
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To optimise the learning growth of every student with a focus on English and Mathematics.
Target 1.1	<p>Each student to make greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to consistently show:</p> <ul style="list-style-type: none"> • More than 25 per cent of students making high relative gain. • Less than 25 per cent of students making low relative gain. • Maintain the percentage of Year 5 students achieving in the top three NAPLAN Bands for their year level at the same percentage record when the cohort was in Year 3 two years earlier. • Decrease the percentage of Year 3 and 5 students achieving at or below the NAPLAN NMS (ultimately to zero) • Achieve ‘at-level’ performance for Koori students in all Literacy and Mathematics strands.
Key Improvement Strategy 1.a Building practice excellence	Evaluating impact of learning through rigorous use of purposeful assessment which measures student achievement and informs curriculum planning.
Key Improvement Strategy 1.b Building practice excellence	<p>Consistent evidence-based high impact teaching strategies which reflect high expectations for all students to be engaged in purposeful and challenging learning.</p> <p>Formulating approaches to strengthening practice, grounded on evidence based high impact teacher strategies.</p>
Key Improvement Strategy 1.c Building practice excellence	Providing quality, high-impact additional assistance to maximise outcome success for Indigenous students.
Key Improvement Strategy 1.d Building practice excellence	All staff have a shared understanding of the distributive model of leadership and act as teaching and learning leaders .

Goal 2	To develop curious students who are creative, critical thinkers and engaged in and connected to their learning.
Target 2.1	<p>Attain eighty per cent or greater positive responses to the student Attitudes to School Survey teaching and learning factors;</p> <ul style="list-style-type: none"> • Stimulated Learning, Learning Confidence, Teacher effectiveness • Reduce the percentage of students with between 10 and 20 days absence per year so this reflects the data of similar schools. • Consideration of SSP targets reflecting 'the Education State' targets as and when appropriate, for example, more students reaching highest levels of achievement in Critical and Creative Thinking by 2025
Key Improvement Strategy 2.a Empowering students and building school pride	Build a Positive Climate for Learning that promotes intellectual engagement and self-awareness.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Teachers design learning programs that utilize strategies that are evidence-based and drive an improvement in professional practice.
Key Improvement Strategy 2.c Empowering students and building school pride	Incorporate authentic Student Voice and Agency into learning programs.
Key Improvement Strategy 2.d Empowering students and building school pride	Develop and foster Student Leadership pathways.
Goal 3	To develop empowered, healthy and resilient students who display behaviours and attitudes that reflect the school values.

Target 3.1	<p>Increase the percentage of positive responses to the student Attitudes to School Survey measures to greater than 70%</p> <ul style="list-style-type: none"> • All areas of Student Safety to greater than 70% (Second and low third quartile in 2017). • Sense of Connectedness to greater than 70% (52% in 2017). • Teacher Concern to greater than 70% (43% in 2017)
Key Improvement Strategy 3.a Empowering students and building school pride	Regular and consistent teaching, modelling and promotion of the school values through Social Emotional Learning.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop and embed a consistent approach in the use of restorative practices.
Key Improvement Strategy 3.c Empowering students and building school pride	Improving teacher awareness of the effects of trauma and disadvantage on student behaviour and learning.
Key Improvement Strategy 3.d Empowering students and building school pride	Implement Berry Street Education Model.
Key Improvement Strategy 3.e Health and wellbeing	Maintain the allocation of additional resources that provide information, support and targeted programs to maximise health and wellbeing for all students.
Key Improvement Strategy 3.f Setting expectations and promoting inclusion	Increased community engagement across the many different cultural backgrounds of our school.

Key Improvement Strategy 3.g Health and wellbeing	Implement the Respectful Relationships program.
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Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To optimise the learning growth of every student with a focus on English and Mathematics.	Yes	<p>Each student to make greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to consistently show:</p> <ul style="list-style-type: none"> • More than 25 per cent of students making high relative gain. • Less than 25 per cent of students making low relative gain. • Maintain the percentage of Year 5 students achieving in the top three NAPLAN Bands for their year level at the same percentage record when the cohort was in Year 3 two years earlier. • Decrease the percentage of Year 3 and 5 students achieving at or below the NAPLAN NMS (ultimately to zero) • Achieve ‘at-level’ performance for Koori students in all Literacy and Mathematics strands. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Each student to make greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to consistently show:</p> <ul style="list-style-type: none"> - More than 25 per cent of students making high relative gain. - Less than 25 per cent of students making low relative gain. - Maintain the percentage of Year 5 students achieving in the top three NAPLAN Bands for their year level at the same percentage record when the cohort was in Year 3 two years earlier. - Decrease the percentage of Year 3 and 5 students achieving at or below the NAPLAN NMS (ultimately to zero) - Achieve ‘at-level’ performance for Koori students in all Literacy and Mathematics strands.

To develop curious students who are creative, critical thinkers and engaged in and connected to their learning.	Yes	<p>Attain eighty per cent or greater positive responses to the student Attitudes to School Survey teaching and learning factors;</p> <ul style="list-style-type: none"> • Stimulated Learning, Learning Confidence, Teacher effectiveness • Reduce the percentage of students with between 10 and 20 days absence per year so this reflects the data of similar schools. • Consideration of SSP targets reflecting 'the Education State' targets as and when appropriate, for example, more students reaching highest levels of achievement in Critical and Creative Thinking by 2025 	<ul style="list-style-type: none"> - Stimulated Learning, Learning Confidence, Teacher effectiveness - Reduce the percentage of students with between 10 and 20 days absence per year so this reflects the data of similar schools. - Consideration of SSP targets reflecting 'the Education State' targets as and when appropriate, for example, more students reaching highest levels of achievement in Critical and Creative Thinking by 2025
To develop empowered, healthy and resilient students who display behaviours and attitudes that reflect the school values.	Yes	<p>Increase the percentage of positive responses to the student Attitudes to School Survey measures to greater than 70%</p> <ul style="list-style-type: none"> • All areas of Student Safety to greater than 70% (Second and low third quartile in 2017). • Sense of Connectedness to greater than 70% (52% in 2017). • Teacher Concern to greater than 70% (43% in 2017) 	<p>Increase the percentage of positive responses to the student Attitudes to School Survey measures to greater than 70%</p> <ul style="list-style-type: none"> - All areas of Student Safety to greater than 70% (Second and low third quartile in 2017). - Sense of Connectedness to greater than 70% (52% in 2017). - Teacher Concern to greater than 70% (43% in 2017)

Goal 1	To optimise the learning growth of every student with a focus on English and Mathematics.
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12 Month Target 1.1	<p>Each student to make greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to consistently show:</p> <ul style="list-style-type: none"> - More than 25 per cent of students making high relative gain. - Less than 25 per cent of students making low relative gain. - Maintain the percentage of Year 5 students achieving in the top three NAPLAN Bands for their year level at the same percentage record when the cohort was in Year 3 two years earlier. - Decrease the percentage of Year 3 and 5 students achieving at or below the NAPLAN NMS (ultimately to zero) - Achieve 'at-level' performance for Koori students in all Literacy and Mathematics strands. 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Evaluating impact of learning through rigorous use of purposeful assessment which measures student achievement and informs curriculum planning.	No
KIS 2 Building practice excellence	Consistent evidence-based high impact teaching strategies which reflect high expectations for all students to be engaged in purposeful and challenging learning. Formulating approaches to strengthening practice, grounded on evidence based high impact teacher strategies.	Yes
KIS 3 Building practice excellence	Providing quality, high-impact additional assistance to maximise outcome success for Indigenous students.	Yes
KIS 4 Building practice excellence	All staff have a shared understanding of the distributive model of leadership and act as teaching and learning leaders .	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Teaching staff are in the process of examining and implementing High Impact Teaching Strategies and this will continue to be a focus for instructional practice and peer observations in 2020. Our Koorie students are disproportionately underachieving and require additional support.	

Goal 2	To develop curious students who are creative, critical thinkers and engaged in and connected to their learning.	
12 Month Target 2.1	<ul style="list-style-type: none"> - Stimulated Learning, Learning Confidence, Teacher effectiveness - Reduce the percentage of students with between 10 and 20 days absence per year so this reflects the data of similar schools. - Consideration of SSP targets reflecting 'the Education State' targets as and when appropriate, for example, more students reaching highest levels of achievement in Critical and Creative Thinking by 2025 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build a Positive Climate for Learning that promotes intellectual engagement and self-awareness.	Yes
KIS 2 Evidence-based high-impact teaching strategies	Teachers design learning programs that utilize strategies that are evidence-based and drive an improvement in professional practice.	Yes
KIS 3 Empowering students and building school pride	Incorporate authentic Student Voice and Agency into learning programs.	Yes
KIS 4 Empowering students and building school pride	Develop and foster Student Leadership pathways.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Teaching staff have been working on evidence-based strategies through the HITS at a school and cohort level. This needs to continue to ensure that they are embedded into teaching practice. We have begun to implement the PLC initiative in 2019 and we see the Community of Practice as a way of consolidating our learning and continual improvement of professional practice.</p> <p>The school has made improvements in Student Leadership and needs to continue this work as we incorporate Student Voice and Agency through many different facets of teaching and learning.</p>	

Goal 3	To develop empowered, healthy and resilient students who display behaviours and attitudes that reflect the school values.	
12 Month Target 3.1	Increase the percentage of positive responses to the student Attitudes to School Survey measures to greater than 70% <ul style="list-style-type: none"> - All areas of Student Safety to greater than 70% (Second and low third quartile in 2017). - Sense of Connectedness to greater than 70% (52% in 2017). - Teacher Concern to greater than 70% (43% in 2017) 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Regular and consistent teaching, modelling and promotion of the school values through Social Emotional Learning.	Yes
KIS 2 Empowering students and building school pride	Develop and embed a consistent approach in the use of restorative practices.	No
KIS 3 Empowering students and building school pride	Improving teacher awareness of the effects of trauma and disadvantage on student behaviour and learning.	No
KIS 4 Empowering students and building school pride	Implement Berry Street Education Model.	No
KIS 5 Health and wellbeing	Maintain the allocation of additional resources that provide information, support and targeted programs to maximise health and wellbeing for all students.	No
KIS 6 Setting expectations and promoting inclusion	Increased community engagement across the many different cultural backgrounds of our school.	Yes

KIS 7 Health and wellbeing	Implement the Respectful Relationships program.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Our school's welfare needs are complex and need to be approached by maintaining a focus on trauma informed practice but also taking into account greater cultural understanding of our community and with a focus on respectful relations.</p> <p>The school has concluded the training of the Berry Street Education Model (BSEM). Yet we will still be implementing the learnings of the BSEM and maintain a connection with Berry Street as an organisation. The school will be implementing Respectful Relationships Program in 2020.</p>	

Define Actions, Outcomes and Activities

Goal 1	To optimise the learning growth of every student with a focus on English and Mathematics.
12 Month Target 1.1	<p>Each student to make greater than one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics.</p> <p>The NAPLAN Year 3 to 5 Relative Gain measures to consistently show:</p> <ul style="list-style-type: none"> - More than 25 per cent of students making high relative gain. - Less than 25 per cent of students making low relative gain. - Maintain the percentage of Year 5 students achieving in the top three NAPLAN Bands for their year level at the same percentage record when the cohort was in Year 3 two years earlier. - Decrease the percentage of Year 3 and 5 students achieving at or below the NAPLAN NMS (ultimately to zero) - Achieve 'at-level' performance for Koori students in all Literacy and Mathematics strands.
KIS 1 Building practice excellence	<p>Consistent evidence-based high impact teaching strategies which reflect high expectations for all students to be engaged in purposeful and challenging learning.</p> <p>Formulating approaches to strengthening practice, grounded on evidence based high impact teacher strategies.</p>
Actions	<p>Embed and utilise school-wide teaching and learning expectations in English.</p> <p>Publish and share consistent school-wide teaching and learning expectations in Mathematics, including Scope & Sequence and Assessment Schedules.</p> <p>Continue to improve teacher instructional practice through whole school professional development, coaching, modelling from consultants, peer observations, professional reading, collaborative team planning and feedback.</p> <p>Support all teachers to participate in Professional Learning Communities, and improve analysis and use of data to differentiate and evaluate the impact of teaching.</p> <p>Integrate High Impact Teaching Strategies into teacher instructional practice through PLCs and other collaborative planning, and peer observation process.</p> <p>Provide quality, high-impact additional assistance to maximise outcome success for indigenous and EAL students.</p>

Outcomes	<p>There will be a consistent approach to the teaching and learning of literacy and numeracy throughout the school. Students will demonstrate greater engagement with their learning. There will be improvement in all student outcomes in literacy and numeracy. Teachers will be better informed about effective instructional practices including HITS. There will be evidence of differentiation in teacher planning and in classrooms.</p>			
Success Indicators	<p>NAPLAN The NAPLAN Year 3 to 5 Relative Gain measures to consistently show:</p> <ul style="list-style-type: none"> - More than 25 per cent of students making high relative gain. - Less than 25 per cent of students making low relative gain. - Maintain the percentage of Year 5 students achieving in the top three NAPLAN Bands for their year level at the same percentage record when the cohort was in Year 3 two years earlier. - Decrease the percentage of Year 3 and 5 students achieving at or below the NAPLAN NMS (ultimately to zero) - Achieve 'at-level' performance for Koori students in all Literacy and Mathematics strands. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Whole school professional development with literacy consultant</p> <p>Modelling of the Reading Instructional Practices</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$25,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Whole school professional development in numeracy</p> <p>Modelling of numeracy instructional practices by consultant and learning specialist.</p> <p>Publish and use draft Mathematics Scope and Sequences for Years 1-6.</p> <p>Develop Mathematics Scope and Sequence for Foundation</p> <p>Publish and share all Numeracy Teaching and Learning expectations documents (including Assessment Schedule, non-</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$40,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

negotiables, resources)				
Whole school and team-based professional learning of High Impact Teaching Strategies	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Whole school and team-based professional learning of PLC structure and goals. Establish active PLCs at every year level.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Conduct regular analysis of data (PAT, EOL, BAS, Mathematics Interview and formative assessment in PLCs) to plan differentiated teaching and learning programs and monitor student growth and learning needs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Plan intervention (LLI, EAL, Speech Therapy, Occupational Therapy, reading extension) to support and improve classroom teaching and learning strategies.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Providing quality, high-impact additional assistance to maximise outcome success for Indigenous students.			
Actions	Continue to celebrate and raise awareness of indigenous culture through school events, e.g. weekly acknowledgement, NAIDOC day, Book Week. Strategies to improve attendance of indigenous students.			

	<p>Additional support to improve wellbeing of indigenous students.</p> <p>Use 'Learning about Aboriginal and Torres Strait Islander histories and cultures' document to integrate indigenous history and culture into every aspect of curriculum.</p> <p>Provide specific support to underachieving indigenous students in literacy and numeracy.</p>			
Outcomes	<p>Raised awareness of indigenous perspectives throughout the school community.</p> <p>Improved academic outcomes for indigenous students, particularly in literacy and numeracy.</p> <p>Evidence of indigenous perspectives in curriculum planning.</p>			
Success Indicators	<p>NAPLAN</p> <ul style="list-style-type: none"> - Achieve 'at-level' or higher student outcomes for Koori students in all Literacy and Mathematics strands. - use PAT, BAS, EoI, MAI and other diagnostic assessments to monitor growth in literacy and numeracy. - improved student attendance data. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop calendar of significant events, with reference to indigenous perspectives.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Increase cultural awareness throughout all school activities to increase student engagement.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Monitor attendance of indigenous students. Communicate regularly with parents and carers.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Dedicated welfare officer to monitor student needs.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide small-group intervention support for indigenous students in literacy and numeracy.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To develop curious students who are creative, critical thinkers and engaged in and connected to their learning.			
12 Month Target 2.1	<ul style="list-style-type: none"> - Stimulated Learning, Learning Confidence, Teacher effectiveness - Reduce the percentage of students with between 10 and 20 days absence per year so this reflects the data of similar schools. - Consideration of SSP targets reflecting 'the Education State' targets as and when appropriate, for example, more students reaching highest levels of achievement in Critical and Creative Thinking by 2025 			
KIS 1 Empowering students and building school pride	Build a Positive Climate for Learning that promotes intellectual engagement and self-awareness.			
Actions	Action 1.2 Teachers co-design aspirational goals with students – Setting Personal Learning Goals			
Outcomes	<p>Students will have a greater awareness of what learning outcomes need to achieve and have a greater voice in determining goals and agency in how and when to complete them.</p> <p>Through the PLC initiative teachers will have a greater understanding of evidence based strategies and co-design learning opportunities that are purposeful and challenging.</p>			
Success Indicators	<ul style="list-style-type: none"> • F-2 Teachers design and set Literacy and Numeracy Learning Goals • 3-4 Teachers design Literacy and Numeracy Learning Goals and co-design Personal Learning Goals • 5-6 Teachers co-design with Students Academic & Personal Learning Goals 			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Each term, students will have tailored, co-designed or independent learning goals that are meaning to meet their individual needs.</p> <p>These are to be reviewed and amended based upon student progress. Goals should be wholistic and encompass the academic and social and emotional needs of the students.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Teachers design learning programs that utilize strategies that are evidence-based and drive an improvement in professional practice.			
Actions	Action 1.3 Teachers scaffold and differentiate learning to enable students to achieve their goals Action 2.3 Teachers develop student capacity to collaborate			
Outcomes	Work towards building collective efficacy and to ensure the use of evidence-based strategies as we improve our professional practice. Teachers will be developing their skill set of HITS within a cohort, school and PLC initiatives.			
Success Indicators	<ul style="list-style-type: none"> • Incorporating HITS through teacher practice and evident in PDP. Differentiated approach to HITS (as a cohort) • Differentiated learning programs that are challenging, purposeful and authentic. • Implement and explicitly teach Practice Principles/HITS 'Collaborative learning into various learning programs. • Team presentations to other teams about focus for Collaborative Learning • Inquiry Scope and sequence Term 1 focus on SEL and Collaborative Learning. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Work with a Community of Practice in the are of "Evidence-based strategies drive professional practice improvement"	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

Differentiate the learning of High Impact Teaching strategies by cohorts and link it to staff PDP.		<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Staff professional development, demonstrating and presenting collaborative efforts in different areas of HITS		<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Professional Learning Communities implemented at the school with a whole school focus which differs from term to term. Teams to implement the inquiry method to ensure they are being precise with teaching and learning practices.		<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Empowering students and building school pride	Incorporate authentic Student Voice and Agency into learning programs.				
Actions	Action 3.2 Teachers co-design opportunities for students to exercise authentic agency in their own learning.				
Outcomes	Students will have greater ownership and engagement in their learning. Learning will be tailored to student input and interest.				
Success Indicators	<ul style="list-style-type: none"> - Scope and sequence of Student Voice ideas/cohort and expectations - Developing methods for attaining student input into learning programs. 				

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Scope and Sequence of potential ideas for student voice across F-6	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Continue the implementation and analysis of Wellbeing surveys as a means of student voice.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Investigate opportunities for professional development in the area of student voice.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Empowering students and building school pride	Develop and foster Student Leadership pathways.			
Actions	Action 3.3 Teachers co-design leadership opportunities Action 3.4 Teachers build school pride and connectedness			
Outcomes	Students to have a greater influence in a leadership capacity. By promoting student leaders it will build their leadership traits			
Success Indicators	<ul style="list-style-type: none"> - Working with other local schools in a Community of Practice to promote leadership inter-schools and improve student leadership knowledge and shared opportunities. - Work with Ardoch and Victoria University to implement a sequence of Leadership workshops with students in Grade 4 and 5. - Review leadership booklet and guidelines. 			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
School will be working within a community of practice through the Reservoir High School Transition Cluster.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Develop and review student leadership booklet & policy	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Develop a Student Voice & Agency policy.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Liaise with external agencies to provide Leadership opportunities for students across the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$100.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To develop empowered, healthy and resilient students who display behaviours and attitudes that reflect the school values.			
12 Month Target 3.1	Increase the percentage of positive responses to the student Attitudes to School Survey measures to greater than 70% - All areas of Student Safety to greater than 70% (Second and low third quartile in 2017). - Sense of Connectedness to greater than 70% (52% in 2017). - Teacher Concern to greater than 70% (43% in 2017)			
KIS 1	Regular and consistent teaching, modelling and promotion of the school values through Social Emotional Learning.			

Empowering students and building school pride				
Actions	Action 2.1 Teachers build quality relationships that enhance student engagement, self-confidence and growth as a learner			
Outcomes	Social and Emotional teaching and learning needs to be at the forefront as a focus with Literacy and Numeracy, given the needs of the community. Students should have a greater understanding of their own emotions and be well equipped with a repertoire of strategies to self-regulate their emotions to promote positive interactions with their peers.			
Success Indicators	<ul style="list-style-type: none"> • Weekly sessions focused on topics in capabilities curriculum • Embed strategies and programs from the Berry Street Education Model (BSEM) • Professional learning and implementation of Growth Mindset strategies 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
BSEM classroom practices are to be implemented - Morning circles - Zones of regulation - Individualised 'ready to learn' plans - Implement Calm down 'corners' - Continue with rewards program and recognition of school values	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Teaching teams plan a tailored social and emotional learning program that addresses the needs of their students informed from student voice and well-being surveys.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Investigate Professional Development opportunities for implementing Growth Mindset practices across the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Teacher(s)			
Routinely/schedule Triage Triads – In-house PD, formalize the engagement of certain students with a focus on engagement and connectedness.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Investigate the viability of a Scope and Sequence the BSEM over the coming years.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	Increased community engagement across the many different cultural backgrounds of our school.			
Actions	Action 2.2 Teachers ensure all students' cultural backgrounds, needs and abilities are recognised and addressed in the learning program			
Outcomes	As a school we will be more aware and inclusive of the many different cultures within our community. We aim to increase community engagement by learning and promoting events that celebrate our cultural diversity.			
Success Indicators	- CUST Training - Promoting more cultural awareness through the curriculum and whole school events.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Cultural Understanding and Sensitivity training.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Increase cultural awareness throughout all school activities to increase student engagement.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Health and wellbeing	Implement the Respectful Relationships program.			
Actions	The school will implement the Respectful Relationships program.			
Outcomes	Increase staff understanding of the impact of gender equity and domestic abuse.			
Success Indicators	<ul style="list-style-type: none"> The respectful relationships team will meet with their cluster group once a term to discuss the implementation of the program. Whole school PD to discuss the links between gender equity and domestic violence in the community. Audit of current school resources 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
The respectful relationships team will meet with their cluster group once a term to discuss the implementation of the program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
Whole school PD to discuss the links between gender equity and domestic violence in the community.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used

Audit of current school resources	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$67,000.00	0.00
Additional Equity funding	\$322,000.00	\$322,000.00
Grand Total	\$389,000.00	\$322,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Whole school professional development with literacy consultant Modelling of the Reading Instructional Practices	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Employment of consultant	\$25,000.00	\$25,000.00
Whole school professional development in numeracy Modelling of numeracy instructional practices by consultant and learning specialist. Publish and use draft Mathematics Scope and Sequences for Years 1-6. Develop Mathematics Scope and Sequence for Foundation Publish and share all Numeracy Teaching and Learning expectations documents (including Assessment	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Employment of consultant	\$40,000.00	\$40,000.00

Schedule, non-negotiables, resources)				
Dedicated welfare officer to monitor student needs.	from: Term 1 to: Term 4		\$2,000.00	
Totals			\$67,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
To provide a NAIDOC celebration.	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Other Employment of an elder to perform smoking ceremony	\$1,000.00	\$1,000.00
Employment of a multi-cultural aid	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$26,000.00	\$26,000.00
Employment of a speech pathologist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$35,000.00	\$35,000.00
Cash to credit for additional staffing to reduce class sizes	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$200,000.00	\$200,000.00
Provision of a fee free environment	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$35,000.00	\$35,000.00

	to: Term 4			
Provision of a swimming program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$25,000.00	\$25,000.00
Totals			\$322,000.00	\$322,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Whole school professional development with literacy consultant</p> <p>Modelling of the Reading Instructional Practices</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Whole school professional development in numeracy</p> <p>Modelling of numeracy instructional practices by consultant and learning specialist.</p> <p>Publish and use draft Mathematics Scope and Sequences for Years 1-6.</p> <p>Develop Mathematics Scope and Sequence for Foundation</p> <p>Publish and share all Numeracy Teaching and</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Learning expectations documents (including Assessment Schedule, non-negotiables, resources)						
Whole school and team-based professional learning of High Impact Teaching Strategies	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Whole school and team-based professional learning of PLC structure and goals. Establish active PLCs at every year level.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Increase cultural awareness throughout all school activities to increase student engagement.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Victorian curriculum	<input checked="" type="checkbox"/> On-site
Work with a Community of Practice in the are of "Evidence-based strategies	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> Off-site Working with a

drive professional practice improvement"	<input checked="" type="checkbox"/> Teacher(s)	to: Term 4		<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	number of schools
Staff professional development, demonstrating and presenting collaborative efforts in different areas of HITS	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional Learning Communities implemented at the school with a whole school focus which differs from term to term. Teams to implement the inquiry method to ensure they are being precise with teaching and learning practices.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants DET PLC Personnel <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Scope and Sequence of potential ideas for student voice across F-6	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Investigate opportunities for professional development in the area of student voice.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Develop and review student leadership booklet & policy	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources FISO publications; working with EILS <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Develop a Student Voice & Agency policy.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Departmental resources FISO information <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Liaise with external agencies to provide Leadership opportunities for students across the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Investigate the viability of a Scope and Sequence the BSEM over the coming years.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Working with Berry St consultants	<input checked="" type="checkbox"/> On-site
The respectful relationships team will meet with their cluster group once a term to discuss the implementation of the program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Meeting with Respectful Relationships group.	<input checked="" type="checkbox"/> Off-site Meetings at various locations
Whole school PD to discuss the links between gender equity and domestic violence in the community.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Timetabled Planning Day	Investigate appropriate personnel	
Audit of current school resources	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site